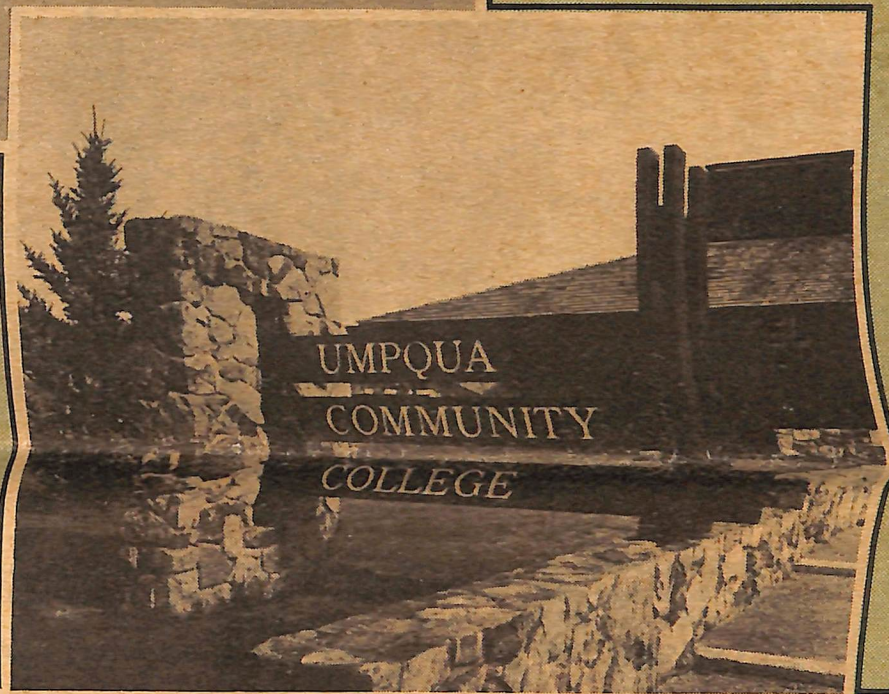




UCC

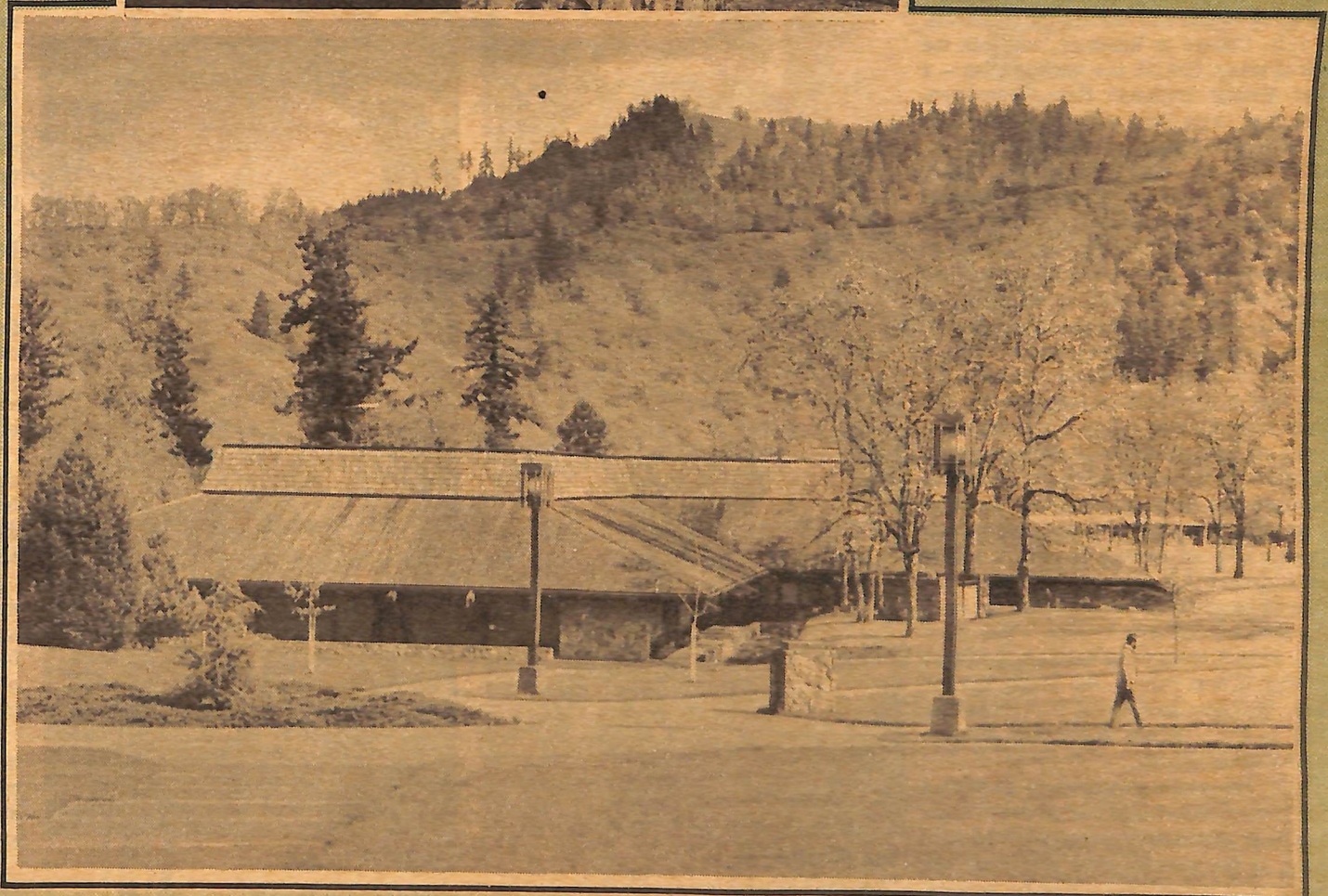
Umpqua Community College

20 YEARS OF PROGRESS 1964-1984



Twenty years ago this spring Douglas County voters approved the establishment of Umpqua Community College. In its early years the college was headquartered in a storefront building on Southeast Stephens Street (above photo) and classes were conducted in public school buildings around the county. Ground was broken in 1966 for a new college campus on a picturesque site near Winchester.

Today the 94-acre campus, valued at more than \$20 million, is made up of 17 major buildings all constructed of wood and natural rock from the Little River area. Many consider it to be one of the most beautiful small college campuses in the country. Typical of the buildings is the Campus Center (below right).



'A lot of people gave a lot of themselves'

In making UCC dream a reality

By BRUCE DAILY
Of The News-Review

The Christmas letter Myra Crooch sent out in December 1960 offers the following on her husband: "Wayne is trying to work the clock around, as always. I keep telling him how old he is getting, but he won't believe me. He is now heading a committee to start a junior college here."

The Crooches (and he was only 44 at the time), who moved to Oregon from Oklahoma in 1939 and to Roseburg in 1946 after Wayne's discharge from the armed forces, owned a plumbing shop and were active in community projects.

Crooch had just finished up five years on the Roseburg School Board, having replaced the loser in a recall election. It was there his notion of a community college for Douglas County was nurtured. He, and others involved in education, believed that many of the students graduating from county high schools would attend college if only they didn't have to spend the money to go away to school.

The Crooches had both attended a community college in Oklahoma and felt a similar program would be valuable for Douglas County.

And in the north part of the county at about the same time, logger Grant Levins — a member of the Drain School Board — was concerned about students who wouldn't go on to college but would benefit from some kind of vocational training.

In 1960, Crooch was chairman of a committee on education created by the Roseburg Chamber of Commerce. The committee agreed to explore the idea of having the University of Oregon offer extension courses in Roseburg after school hours at Roseburg High School.

The Roseburg School Board thought it was a good idea, and Myra Crooch's Christmas letter of 1961 refers to the fall enrollment of the college: "Wayne has been busy keeping the shop going — and still heading the committee for a Jr. College in Roseburg, and with the work of many, this fall saw the beginning — a lower division freshman class... enrollment more than twice their wildest dreams. (He) still believes that days are made of 36 hours not 24."

The first class of the new program — general psychology — enrolled 68 students the first night and had to be split into two sections. An enrollment of 12 or 15 full-time students had been predicted by the assistant superintendent of the Roseburg School District, Harry Jacoby, who coordinated the college program.

In August 1962, based on the success of the first year of the extension program, Crooch's chamber committee called a meeting of all county school superintendents and representatives from each school board. Levins was there and was elected to a steering committee to set up a community college district and proceed with an election to form a college board.

Levins laughs when he remembers the meetings of that steering committee, whose members were Crooch, Levins, Jacoby, Harry Sprague, Ernest Daniels, Jim Richey and Don Reed. The Roseburg School District had decided to have Jacoby spend half his time working on the college.

There was some disagreement on what a community college should do. At one extreme were those who wanted a vocational-technical school. At the other extreme were those who wanted only lower-division transfer courses.



The original Umpqua Community College board, shown in a 1966 photo, are Dr. Cliff Babbitt, from left, Ken Knechtel, Bill Markham, Charles Dowd, Wayne Crooch, Fred Booth and Ray Coffenberry. (Photo Chris Studio)

The two sides compromised and arrived at what Levins calls "a good balance."

They developed their proposal for five districts, each electing one board member and

two at-large board members for a total of seven. Lines for the districts had to be redrawn to make populations equal.

The committee's petition to the state for an

election required a \$1,000 bond. Crooch went to the Chamber of Commerce and asked for \$500, which the chamber granted. His committee then had buttons printed up saying, "I want a Community College," and sold them for \$1 each to raise the rest of the money for the bond.

But filing the petition for the election was not the end of it. Glendale and Glide school districts filed suit asking that they not be included in the district and claiming that the state Board of Education, in approving the petition for election, had acted without proper public hearings.

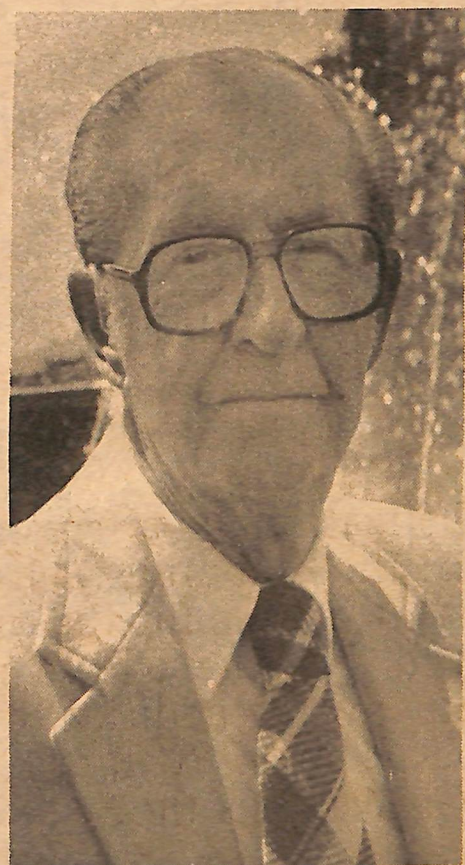
Their claim was upheld in Douglas County District Court, but rejected by the state Supreme Court.

Election day for the proposed district was set for March 30, 1964. Levins, Crooch and other college supporters spoke to service clubs, parent organizations, granges, church groups and garden clubs to gather support for the idea of a community college in Douglas County.

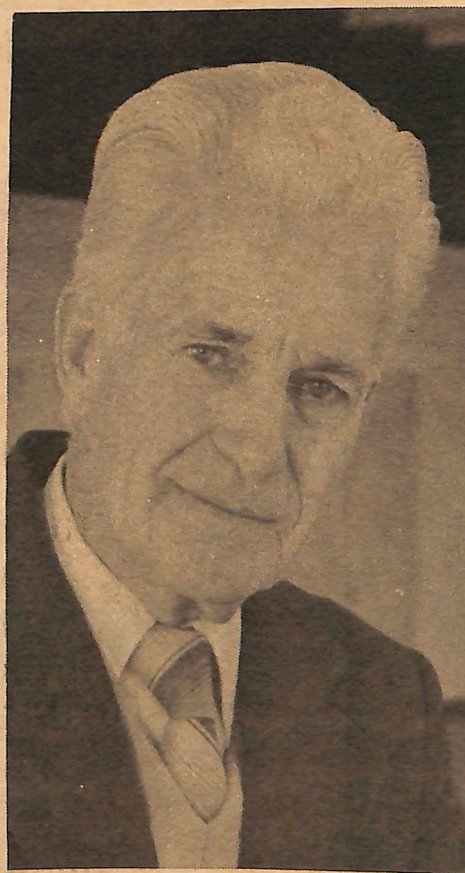
Levins remembers it as an exciting time. At almost every meeting, he said, there were a few who objected strongly to the whole idea and didn't think a college would work, would draw students or was necessary for the county.

Crooch said he and Jacoby went to 39 meetings in the last 35 days before the election and both Crooch and Levins said they were fortunate to have Jacoby's leadership in the planning and, eventually, construction phases of the college.

Though there were objections at some of the meetings, when it came down to a final vote, county voters went for the college by a 4-1 margin. Crooch was elected to the first board and was its chairman. Levins was defeated by



WAYNE CROOCH
"You can't help but feel good"



GRANT LEVINS
It was an exciting time

(See DREAM, page A3)

☆ Dream

(CONTINUED from page A2)

Bill Markham for a seat on the board, but was appointed to the first college budget committee.

The first action of the board was to hire Jacoby as its new president, then to find a place to put the newly created college.

Crooch and several other board members leaned toward the site where Mercy Medical Center now stands, but the majority of the board fell in love with the bend of the North Umpqua River offered as a donation by Elton and V.T. Jackson.

Crooch says he was in favor of a site closer to Roseburg, but is pleased with the decision that was made. He said the board often disagreed on matters, but once a decision was made, the entire board supported the action taken.

After the location was chosen, board members, their architect, and Jacoby traveled from Vancouver, B.C., to San Diego, Calif., looking at colleges, talking to presidents and board members and finding out what had worked and what hadn't. And they put all they had learned into the design and planning of Douglas County's community college.

"You can't help but feel good when you look

out there and see what you've got, and feel you might have had some small part in it," says Crooch. "I feel the country we have today was built because a lot of people gave a lot of themselves."

County voters approved a five-year, \$1.15 million serial levy in May 1966 to build the first four buildings on the new campus.

Gov. Mark Hatfield was on hand for groundbreaking ceremonies on May 4, 1966. Naturally, it rained, and photographs of the ceremony show raincoats and umbrellas under a light drizzle. Levins laughs when he remembers the ceremony. Hatfield, apparently a

better hand with legislation than with a shovel, tossed the first shovelful of dirt on Jacoby's shoes.

"It was quite exciting at the time," says Levins. "We were very fortunate having the leadership of Harry Jacoby." He also credited state Sen. Jason Boe with guiding college planners in their work.

If Levins has a regret about the growth of the college, it is that the board is no longer as close to the faculty as it was when the school was first started. But both Crooch and Levins, who still are on the board, are pleased their efforts of two decades ago have turned out so well.

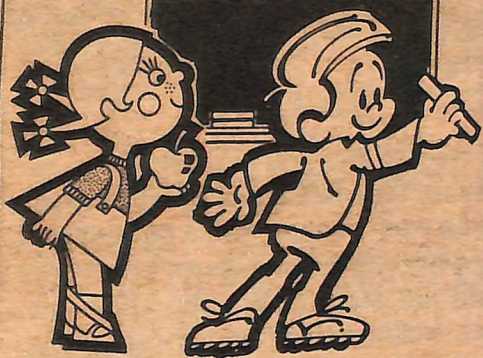
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Nursing program popular

By a UCC staff member

Even though the well-publicized shortage of nurses appears to be over, at least locally, nursing continues to be the most popular program at Umpqua Community College.

This spring the number of applications for the 40 positions in the freshman class will again exceed 100, according to Dr. Larry Shipley, director of Admissions and Records.

UCC's "ladder" curriculum, once considered unique and experimental, has proven to be successful and is now permanent. The approach was designed to provide qualified nursing assistants following one quarter of enrollment, practical nurses after four quarters, and registered nurses after two years. Formerly, the three types of training were offered separately, and nurses wishing to move to a higher level were forced to start at the beginning of a new program, often duplicating instruction already received in their previous training.

In the three usual measures of quality, the program has been an unqualified success. Graduates have consistently scored high on the Oregon state test for both practical and registered nurse licensure. Job placement of 100 percent of those seeking employment is "normal," according to Duane Alexenko, UCC nursing director, and local employers have been happy with UCC's products. Alexenko reported a 100 percent "pass" by 1983 graduates on the state exam last fall, and stated that among the 35 graduates he recently contacted, all but two who sought work are currently employed.

Because admission to the program is competitive and academic and clinical standards stringent, most students take more than two years to complete all requirements. A year of high school or college chemistry, a competitive grade point average and evidence of nursing-related work or volunteer experience are essential factors in selection.

A number of students have elected to complete some of the program's "general education" requirements — English, child development, psychology, sociology, speech, nutrition, microbiology, anatomy and physiology, physical education — prior to applying for admission. A recent five-year study by the department indicated that more than 30 percent of UCC's nursing students had taken some of the general education courses prior to enrollment in the program.

A new opportunity for UCC graduates began last fall with the college hosting a bachelor's degree extension program from Southern Oregon State College. The college provides an office

and classrooms, and local graduates of two-year registered nurse courses can pursue either a three-year or five-year part-time program for completion of degree requirements. SOSC's local coordinator, Frances Yuhas, reports a current enrollment of 26 students, most of whom are also employed locally.

With local hospitals reporting an end to the shortage of qualified nurses, the nursing department faces a dilemma. Says Alexenko, "We have to consider the needs of two constituencies — those of employers and those of citizens who want the training." Though jobs will not be plentiful locally, the list of nursing student applicants continues to exceed 100. Alexenko indicated that the college will consider enrollment cutbacks after monitoring the employment success of the 40 1984 graduates.

Meanwhile, the department will more actively pursue job placement opportunities outside the area and encourage more graduates to continue their nursing education full time.

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UCC economic impact widespread

By BRUCE DAILY
Of The News-Review

Everybody knows that educational institutions are supposed to provide educations. But the institutions are also industries, employing people and spending money, and they have economic impacts on their communities.

A report prepared in March 1982 by UCC Director of Personnel Roger Haugen found that the college had a \$15,746,846 impact on the county in direct and indirect expenditures by the college, its students and its staff.

The basis of the report is the theory that for each dollar spent by the college, its staff and its students, many people will benefit by the expenditure.

"If, for example," says the report, "the institution purchases supplies from a local business, the business realizes a profit, the salesperson receives a salary ... and the manufacturers and wholesalers of the items realize a profit."

The so-called "multiplying effect" of the original expenditure ripples through the local economy after the original purchase is made.

According to surveys done by the college in 1980-81, students at UCC spent \$5,392,037 in the county on housing, transportation, food and other expenses they would not have spent had they not been enrolled in the college.

College staff members spent \$2,011,088 and the college itself purchased \$1,595,073 in local goods and services.

From those figures, Haugen calculated the college has a direct economic impact on the county of almost \$9 million. That is, if there were no college in Douglas County, \$9 million less would have been spent in Douglas County in 1982.

In addition, using a multiplier of .75, the college has an indirect impact of another \$6.7 million. The multiplier was developed in 1971

for a study of the impact of colleges on local economies and takes into account secondary increases in business because of college-related expenditures.

These secondary expenditures are a result, for example, of a salesperson spending that part of his salary that comes from a direct UCC expenditure to buy something else.

Using the multiplier effect, the total effect on the county of UCC's presence in 1981 was \$15,748,846. The total state and local taxes to support the college that year was \$3,731,409, giving UCC a county impact of \$4.20 for every \$1 in taxes.

UCC employed the equivalent of 268 full-time employees in 1981, but indirectly produced another 1,102. "For Douglas County," says the report, "this means that the equivalent of 1,370 jobs would be lost to the local economy if UCC did not exist."

"If UCC did not exist, or if it were to sharply reduce its present level of service to the people of Douglas County, significant numbers of students would attend or would attempt to attend a college outside the area."

The report found that 331 full-time and 2,203 part-time students would not attend college if there were no UCC, and that 683 full-time and 554 part-time students would attend college out of the district.

"The greatest contributions that UCC makes to Douglas County are in the educational

opportunities that it provides for the citizens of the area," says the report. "These opportunities for personal growth and development ... cannot be readily calculated and translated into economic terms. They are nonetheless the real foundation upon which the

college is built; the economic benefits associated with the presence of the college in the community are ultimately important only because they provide a powerful and practical argument for continued community support of the institution."





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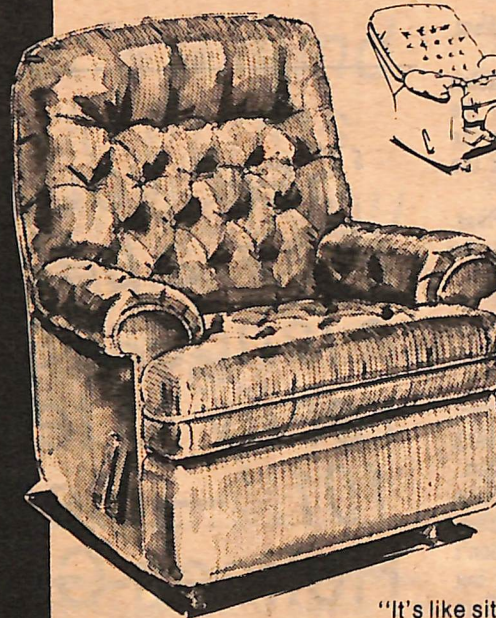


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Learning English... and a new way of life

By GAIL OBERST

Of The News-Review

Si Hout Ung came to America three years ago, fleeing from Cambodia, where he had been an editor for several Chinese newspapers. He and his wife, three sons and a daughter came to Roseburg, where his sponsors lived. He hoped to find a job in his profession, which might have been easy under ordinary circumstances, given his experience. But he couldn't speak English.

For many refugees, the common formula would be as follows: After failing to find a job, disillusionment sets in, the refugee gives up, and soon public assistance has another mouth to feed.

But in this case the formula wasn't followed. The English as a Second Language Program, sponsored by Umpqua Community College, helped stop the process before it got started.

Today, after he and his wife successfully completed the ESL course, Ung holds a position on the staff of a Chinese-English newspaper in San Francisco. His children are enrolled in the Roseburg school system. One son, Hak, is helping teach English to the class that his father and he once attended.

Ung is by no means ESL's only success story. Becky Holmes-Graff, head of the UCC program and its main instructor for the past 7½ years, recalled many such stories.

"I had an Asian woman come in who was so frightened at the beginning of class she was in tears. Now a month ago, she gave a beautiful talk on her country in front of 80 students at Jo Lane," Holmes-Graff said.

The ESL classroom at St. Paul's Lutheran Church in Roseburg is not an ordinary classroom.

"Okay, what was the idiom we learned for today?" asks Holmes-Graff. The students look puzzled, knit their brows. Some Cantonese chatter breaks out between two girls, some giggling over a joke in a foreign language.

"Say," Holmes-Graff admonishes. She wags her finger, shrugs her shoulders, grimaces. "That doesn't sound like English to me." More giggling.

"Now, then, what did I say it's called when you don't remember your lesson?" Holmes-Graff continues. "In one..." She makes elaborate motions with one hand going to her ear. The class picks up the hint.

"In one ear and out the other," they chant. There is more giggling.

Little Ann Ma, 4-year-old daughter of Helen Ma from Canton, China, slams through the doors as she scampers back and forth from the preschool, conducted in another room of the church.

"Children are an important part of my class. We've had as many as five babies in the classroom at once, some even nursing babies," Holmes-Graff said. She theorized that a comfortable atmosphere is necessary to alleviate fears enough to learn a new language, as well as a new way of life.

"See, you're teaching them a behavior, not just a language. My role is really to teach America 101," Holmes-Graff said with a laugh.

Asian parents, used to the competitive system of education in their home countries, become concerned when their children don't come home with piles of books to study, but stay after school instead to participate in sports. To dispel these fears and others, Holmes-Graff attempts to introduce the American way of life to her pupils.

Some of them have problems only growing up can solve. Such is the case with 13-year-old Teresa Morales, who not only speaks very little English, but must also cope with the day-to-day problems that accompany adolescence. Nevertheless, with the help of her ninth-grade volunteer Tutor, Jason Lee, Teresa is slugging



Becky Holmes-Graff, right, and some of her students

News-Review photo by CALVIN HULL

her way through Fremont Junior High School.

Volunteers come in all shapes and sizes, just as the English students do. Tutors from all areas of the community devote their time to educating the students and in the process,

about Julie Berg, a Roseburg High School student at the time, who is now planning to become a teacher.

"I'll never forget the first day," Holmes-Graff said. She said she had the flu that day and

everyone came from in relation to the United States.

The class soon may have problems, however. On June 15, St. Paul's Lutheran Church is beginning a kindergarten, leaving the ESL program without a place to meet.

"They've just been great," said Holmes-Graff. The church has allowed full use of the building and kitchen. Holmes-Graff says it has been easy for her students to meet people involved in other activities in the building. "Here they can see how other Americans live," she said. She is hoping to relocate in another church building or community building with the same atmosphere.

Meanwhile, the program continues to grow. Holmes-Graff says in the past two years the number of students has doubled.

"I see a tremendous growth of non-English speaking people in Roseburg. Just look at the size of the ethnic foods section in the grocery store — and it's not just because we love Oriental food any more than we used to," she said.

The ESL program has two other teachers: Eileen Smalley teaches a group at St. John's Lutheran Church in Sutherlin and Mary Ellen Gardiner teaches her class at Chin's Restaurant in Roseburg. Holmes-Graff teaches nearly 40 students in a beginning and an intermediate-advanced class. She also visits schools in the district that have foreign students and helps teachers help foreign students adjust to their new schools.

"The kids are scattered throughout the district. No one school can afford a whole program, they just have to cope with it a little. I'm their resource."

'See, you're teaching them a behavior, not just a language. My role is really to teach America 101.' — Becky Holmes-Graff

many gain an unexpected education for themselves.

"I've seen tutors who came in nervous and frightened, and become very competent and comfortable," Holmes-Graff said. She told

had to ask Julie to take over as teacher of a brand new class full of students that knew little or nothing about English. Even so, the greenhorn tutor took over and managed to explain, with the help of a map, where



Najat Al Chalabi and the Electronic Drafting Station... 'It can't talk yet, but they're working on it'

News-Review photo by CALVIN HULL

UCC 'drafts' lightning-fast helper

By GAIL OBERST
Of The News-Review

It can't make your bed but its mechanical "hands" can draw the plans to your bedroom 10 times faster than humanly possible and color code it in the process.

And though it can zap you at games such as "UFO" and write your name in about 20 types of calligraphy, the amazing Electronic Drafting Station is at its best when it is at its business — drafting.

Metal holders grip the pens in place over a 30-inch by 40-inch platform, statically charged to hold the paper flat. When an operator programs the computer to draw, the pens slide down to the paper and begin scribbling furiously, pushed along a predetermined course, guided by the thoughts of the designer as he communicated them to the machine. Flashing across the paper, red circles and then, suddenly, blue "Darlington" symbols emerge, changing effortlessly from the jutting movements for the geometrical shapes to the smooth, flowing movements of cursive writing.

The \$60,000 computer station was donated to Umpqua Community College in 1982 by Tektronix, Inc., and has brought the drafting and engineering programs at the college into the modern age of electronics.

Najat Al Chalabi, drafting instructor at UCC since 1979, became interested in the use of computers in his field after being introduced to the idea at a workshop at Clackamas Community College. His fascination led him to apply for the donation on behalf of Umpqua Community College. The EDS is being used in two programs at UCC: The one-year drafting technology program and the two-year engineering technology program.

The station consists of a computer with a screen, keyboard and a "menu" of commands telling the machine to draw a cross-hatch pattern or an ellipse or even a perpto curve — all time-consuming activities for a drafter, who would have to do

every intricate detail by hand.

Another attachment is the "wand" or cursor device that can "look" at a shape and reproduce it as the operator follows the lines, like an electronic tracer.

Two file managers, which are two small boxes stacked on top of each other, are attached to the computer. The file managers store the information and programs, and read the programs from disks that are inserted into the front cartridges.

The "plotter" and the "tablet" make up

them affordable as well, Al Chalabi said.

The relatively young UCC computer program hopes to prepare student engineers and drafters for the equipment they are likely to find when they are thrust into the job market after graduation.

Engineers and drafters are not the only graduates who will face the modern age of computers, however. Computer skills are becoming a prerequisite for small business survival as well, according to Ken Thomason, coordinator for instructional data

system whereby data can be compared.

In a construction firm, for example, Thomason said the bidding process no longer has to be a lengthy or inaccurate process. Computers allow the bidder to play the "what if?" game by plugging in hypothetical changes and judging the effects on the bid without having to redo the whole bid from the beginning.

Speed, as well as accuracy, can be a competitive edge in today's bidding process, Thomason said. "Changes can be incorporated with 100 percent accuracy. You can't do that with people," he said.

The microcomputer operation class size is limited to 20 this year as only 20 computers are available for student use. The one-year program begins in both the fall and winter terms at UCC.

Another computer course will be available via cable television this fall called "Computers and Society," which will permit more participants in the computer program at UCC. The school already requires the course for business and computer science graduates and wishes to extend that requirement to all UCC graduates, when funding is available.

For now, the television course, developed by Science Research Associates, is "super," said Thomason, who said it's difficult to teach computer usage without having an actual computer on which to demonstrate. The same course is offered on campus in the evenings, beginning this fall.

A small business assistance center that includes farm management was made possible by an allocation from the Oregon Legislature last year. The office on campus is available to anyone in the community considering "computerization" in their businesses.

Thomason said the office can help would-be purchasers choose the appropriate technology. "The computer's a mind tool. You can do things with a computer that you couldn't possibly afford to do before."

'The computer's a mind tool. You can do things with a computer that you couldn't possibly afford to do before.' — Ken Thomason

the computer's drawing board. The metal holders and wisking pens give the computer its decidedly magical touch.

"It can't talk yet, but they're working on it," said Al Chalabi.

Because it frees the drafter from time-consuming and repetitious work, this computer and others like it are in vogue among most large architectural firms in the U.S. As the costs for the computer continue to go down, however, smaller firms are finding

processing at UCC. Two programs offered this fall will concentrate on providing those skills to full-time students as well as to the community.

UCC installed the microcomputer operation series of courses last year when the college predicted a rise in the use of software in businesses. Ideally, the computer can replace the file cabinet, the typewriter, management planning such as scheduling, and "spread-sheeting," a

UCC has begun its first food service training program

By CINDY ROSS

UCC freshman in Communications

For the first time in history, Umpqua Community College has incorporated a "Food Service Training Program" into college curriculum.

After the State Office of Employment demonstrated a need for food service workers in Oregon, the Umpqua Training and Employment Program and UCC created this program that began in February.

Almost 25 people applied to enroll in the class and went through a vigorous training and screening session hoping for a place in a class of eight. Nine people, ages 19 to 55, were accepted and went into training.

The first month students met in the UCC kitchens for eight hours each day, led by college chefs and local restaurant cooks as teachers. Students learned preparation methods for numerous varieties of restaurant cuisine, including

meats, soups and salads.

For the last month of their training, the cooking scholars went out into the community to study under chefs for four hours each day. Institutions and restaurants that students furthered their abilities with included Mercy Medical Center, Douglas Community Hospital, The Windmill Inn, Duffy's, The Peppermill, the Veterans Hospital and The Green Tree Inn.

Home Economics Head Lee Winters said "Realism is stressed in training, so when students get out into the job market, they can apply as much of what they learned as possible."

The program was so successful that it will be offered at UCC again during Fall Term 1984. The goal of each student was to become employed at the end of training. So far, almost 25 percent of the class has a job waiting for them upon graduation on April 20.

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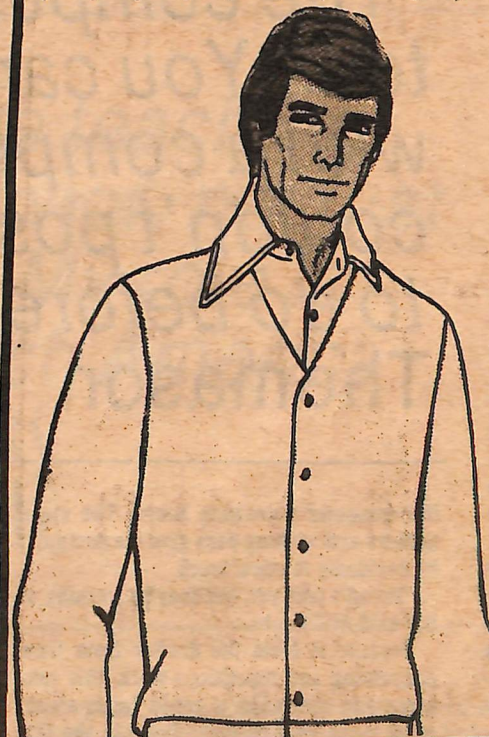
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The current Umpqua Community College Board of Directors consists of Grant Levins, from left, Sue Shaffer, UCC President I.S. "Bud" Hakanson, Del Blanchard, Tom Keel, Paul Felker, Wayne Crooch and Bill Markham. (Chris Studio photo)

A message from the chairman

By TOM KEEL
Chairman, UCC Board

The majority of residents in Douglas County have sometime during the past 20 years been involved in one of the many programs UCC offers, either through college transfer, adult education, a two-year associate degree, workshops and seminars, etc., plus the special events that are held on campus.

The college has done an excellent job in providing educational opportunities to the people of the college district. It provides programs in all the communities of the district and feels that this partnership is an extremely important one.

The college continues to receive from the state the highest rating of the 13 community colleges on college transfer students — those who have completed two years and are going on for their four-year degree.

UCC is an important factor in the lifestyle of Douglas County. We should all be proud of its accomplishments and the dedicated staff, plus equally proud of the many success stories of those who have attended.

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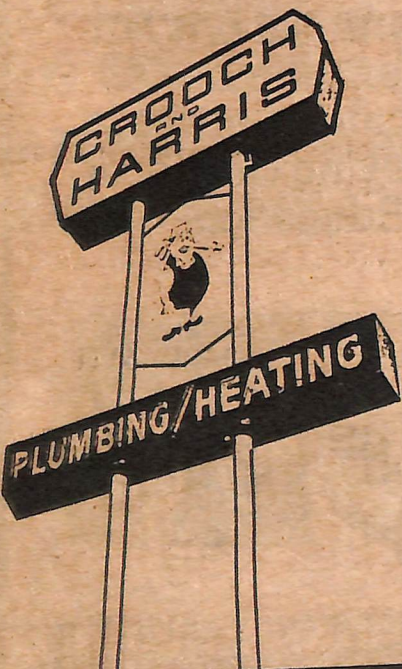
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UCC has help for intimidated students

By DERECK FOSTER

UCC student from Glendale

As a college, the campus can be an intimidating place. It is intimidating to the survivor who dropped out of school early. It is intimidating to the person who can't read well enough to figure out where to go, who to see, how to proceed with getting back in, or because of its academic aura which doesn't fit the "survivors" self-image.

Umpqua Community College has the answers for these people — both on campus in the Educational Skills Building "Learning Lab," or in the Stewart Park Center downtown.

The Developmental Education Program (DEP) at UCC is designed for all ages and levels. It enables adults to bring their education up to college level and recent high school graduates to improve study skills and get special help. It also is tailored to the early dropout of the system.

Umpqua Community College is in a district that includes all of Douglas County, except Reedsport. In the college district there are nearly 60,000 people over the age of 18. Of this number, 19,225 of them never completed high school. In other words, a third of the adults in the district do not have a complete high school education.

It is estimated that as many as 35 percent of the adults in Oregon are not educationally functional. In a society where the job market and technology are constantly progressing, these people without a job or losing the one they have show bleak prospects for employment. If lucky enough to hold onto a job, they seldom advance in their line of work. Many are called "displaced workers" and need to be brought up to a competitive level and trained in new vocations. Displacement occurs at any age.

Out of each freshman class entering high school, it is estimated only 20 percent will complete college educations obtaining a certificate or degree. Before high school graduation, 30 percent of the class will have dropped out. After graduation, 30 percent of the class will go to work and 20 percent will try a little bit of college.

DEP helps people complete their high school educations and prepare for college classes. Of the nearly 2,000 students who go through DEP each year, fewer than one-third are straight from high school. Most of the students are people who have been out of school several years.

Sally, out of high school six years, pursues English composition at her own pace with a computer module: "I understand assignments better," she says, adding "I've learned identification, usage and punctuation of sentence parts. I've learned lots more than in high school by proceeding at my own pace." Mike is a recent high school graduate who works full time and uses the Learning Lab to help him toward a future in Insurance and Securities. He controls his own hours, likes the flexibility and personalized help.

"Can't beat it," Mike states.

There are five programs, depending upon skill level, study habits and educational need, for the turn-around:

Adult High School Diploma: The student enrolls in regular college courses and takes them for dual credits. That means the student receives credit toward requirements for the high school diploma and receives college credits at the same time.

General Education Development: The GED is a series of tests in writing and English, math, reading and literature, science and social studies. The DEP helps the student prepare for the GED test which is basically equivalent to a high school diploma.

Tutoring: This service is available to all students who need help. However, it is designed for people with special needs — the physically handicapped and people with learning disabilities. Tutoring is free for full-time students. Tuition is charged to part-time students.

Individualized Learning Labs: These are set up for self-paced improvement. The student works at a speed that is comfortable and still has help whenever it is needed. Students use audio-visual aids, computers and machines that increase reading speed and comprehension. This program is for people who feel they are not ready for a classroom situation and who need to work at their own pace.

Class Learning: This is the "normal classroom" situation in which the students earn credit and receive regular assignments and grades. The courses prepare the students to enter college level classes. This program is for those who need a regular time to come to a structural class and receive assigned tasks.



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Survey favors UCC

A recent survey conducted by Umpqua Community College to determine the status of 1981-82 graduates revealed a general satisfaction with the educational facilities and instructional quality at the college.

Of those surveyed, 72 percent were employed either full or part time when the survey was taken, less than a year after graduation or completion of a program. From 10 to 11.5 percent were unemployed. Of those employed, 74 percent were working in the college district and 85 percent were employed in fields they had trained in.

Responding graduates rated UCC's effort at providing students with technical skills and knowledge highly in the report. More than 73 percent rated the effort "good" while 25.3 percent rated it "average." The quality of instruction, attitude of the faculty and preparation for job skills also were favorably rated in the survey. A lack of opportunity for involvement in student activities was cited as a weak point.

In a separate poll, employers of UCC graduates evaluated a variety of skills their employees had learned at UCC. Most employers found UCC graduates to be above average in technical, writing, speaking and working skills. Math and organizational skills were shown to be comparably lower, although still above average.

The survey included the response of 86 graduates, 57 female and 29 male. A large portion of those who had completed a program were from the nursing and business programs. Thirty employers responded to the survey.

Barbara Dailey wins home economics scholarship

By CINDY ROSS

UCC freshman in Communications

Umpqua Community College student Barbara Rae Dailey, 45, of Riddle has won a \$500 scholarship from the Oregon Home Economics Association.

Each community college in Oregon was restricted to submitting one outstanding student to apply for the award, making Dailey one of only 13 persons to earn the honor.

Each applicant for the scholarship was required to be a community college student planning to complete a transfer program in Home Economics at Linfield, George Fox, or Oregon State University.

Dailey was presented with the award at the annual Oregon Home Economists Conference April 7 at the Eugene Hilton. She is an honor student at UCC currently planning to transfer to Oregon State University this fall.

Although Barbara is completing a two-year program at UCC, there are other transfer programs available, including a one-year undergraduate program that will earn a bachelor's degree with three years of additional education from a four-year school.

After earning her degree in Home Economics, Barbara plans on teaching at the high school level while continuing her work at UCC.

With several years of teaching and sewing experience behind her, she has demonstrated her "recycling" talents to the American Association of Retired People and for thousands of viewers on local TV economics shows. "Recycling" is creating new from old, and the talent Dailey performs is just that ... taking used clothing, unwanted pieces of furniture, or just about any discarded item and transforming it into a brand-new product.

Barbara is excited about winning the scholarship and said she feels that Home Economics is more than just a job or even a career ... "It's a way of life!"

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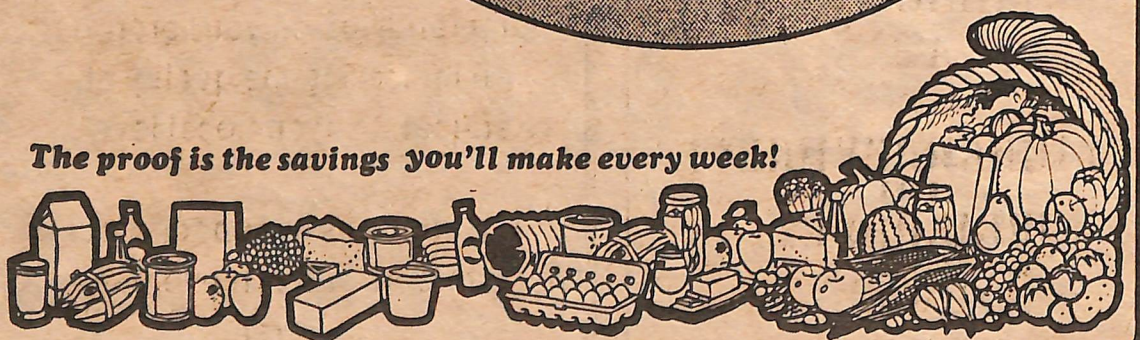


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